Modified from SETT framework by Zabala J., 2002

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| **Stage** | **Questions** | **Information** |
| **Student** | * What does the Student need to do that is difficult or impossible to do independently at this time? * She is having a hard time comprehending reading assignments, decoding and writing. She is having difficulty with her fine motor skills because she is spending too much writing out assignments. * What are the Student's special needs and areas of concern? * See above * What are the Student's current abilities related to the areas of concern? * She is able to do the assignments but it is taking too long and cannot keep up with the rest of the class. |  |
| **Environment** | What materials and equipment are currently available in the environment? She has a tape recorder to record assignments so that she can hear things orally instead of reading them. Resource room in currently available but she does not want to leave room.  What is the physical arrangement? A gen ed classroom. Are there special concerns? She is falling behind other students.   * What is the instructional arrangement? There is a spec ed teacher that modifys assignments and assesses her progress. Are there likely to be changes? If there are appropriate implementations. * What supports are available to the student? The resource room and spec ed teacher. * What resources are available to the people supporting the student? The spec ed teacher and resource room. * Attitudes and expectations (staff, family, others)? Other people would like her to go to the resource room and be pulled from her academic classes. |  |
| **Tasks** | * What naturally occurring activities take place in the environment? The gen ed curriculum and a faster pace than what she can keep up with. * What is everyone else doing? Every one else is working at a faster pace with the reading and writing assignments. * What specific activities support the student's curricular goals?The modifications implemented by the spec ed and gen ed teacher. * What are the critical elements of the activities? Comprehension, processing of information, organization, and the writing assignments. * How might the activities be modified to accommodate the student's special needs? Assistive Technology team to recommend modification. Use Kurzweil for all oral test and reading assignments. Once she has the material from Kurzweil she can use a word processor to type assignments that will correct her spelling. With this extra help she will have time to work with an occupational therapist on her fine motor skills to improve her writing. * How might technology support the student's active participation in those activities? She will have not spent so much time laboring over the work that she will be able to keep up with the other students in the classroom. |  |
| **Tools** | * Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services? Yes. * What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? The no tech is the extra help from the modifications of the spec ed teacher. * What strategies might be used to invite increased student performance?Assitive technology and Occupational therapy. * How might these tools be tried out with the student in the customary environments in which they will be used? She can use all these materials in the classroom. * Collect data on effectiveness |  |

Questions to ask yourselves related to the SETT framework and the implementation of AT in classrooms include:

* What new learning do we hope to see in the Student? Independent learning, confidence, socially inclusive, academic performance
* What environmental changes do we have to make in order to support student change? Bring in assissitve tech
* How will the student improve performance on specific tasks as a result of AT use? Oral instruction independently, processing information,
* How can we monitor the effects the use of an AT Tool has on a student's performance? Bring in the at team and assess performance on a regular basis. To determine whether thre tech is still accommodationg.